

POCC Committee 5th February 2019: ITEM 8c Elmhurst School Strategy for Disadvantaged Pupils in 2018/19 & Evaluation of the Success of the Strategy in 2017/18

Executive Summary Drafted by Pupil Premium Governor

Introduction

The Pupil Premium is allocated to schools for children of statutory school age from low income families who are eligible for Free School Meals (or have been in the last six years), to children looked after by the Local Authority and to those children whose parents are currently serving in the armed forces. The Government describes these children as disadvantaged. Elmhurst School has a higher proportion of disadvantaged pupils than the national average for primary schools.

Our Strategy for Disadvantaged Pupils in 2018/19 is described in a detailed action plan for the use of the pupil premium funding to support improved achievement for the cohort of disadvantaged pupils (document 1). The Strategy for 2018/19 was informed by our evaluation of the barriers to learning for disadvantaged pupils and the use of the pupil premium funding in 2017/18 and how successful the various actions were in supporting high achievement for disadvantaged pupils (document 2).

The Strategy considers both the internal and external barriers affecting the potential academic progress made by disadvantaged pupils and the desired outcomes and targets we have set and how these will be measured. The key objective is to close the attainment gap between disadvantaged and non-disadvantaged pupils at Elmhurst and between disadvantaged pupils at Elmhurst and non-disadvantaged pupils nationally.

We have also commissioned an external review of the use of pupil premium funding. This will be conducted at the start of March 2019 and will help the school in ensuring its funding is being used to maximum advantage for disadvantaged pupils. It is likely that following this review there may be changes to document 1.

The comprehensive action plan in document 1 focuses on how we will use the additional funding to:

- Improve classroom teaching and learning for all children;
- Provide targeted support for disadvantaged children; and
- Use a variety of other approaches.

The action plan details how much funding we are focusing on each aspect of the Strategy and sets out the detailed approaches we are using and why.

Our targeted outcomes for disadvantaged pupils in 2018/19 are:

- a) Improved levels in Communication, Language & Literacy for pupils in the EYFS;
- b) Improved levels of fluency in mathematics in Years 1 to 6;
- c) Disadvantaged children in Years 1 to 6 to achieve in line with non-disadvantaged pupils nationally in reading, writing and mathematics;
- d) A reduction in low level disruption and behavioural incidents in class and at other times;

- e) Pupils to access additional extra-curricular activities and learning experiences;
- f) Improved attendance and punctuality;
- g) Increased home support, leading to greater parental engagement and ability to support their child's learning.

The second part of the Strategy (Document 2) includes a review of how our Pupil Premium funding for disadvantaged pupils was used in 2017/18 and its impact, as well as lessons learned, which have informed our Strategy for 2018/19.

In addition to the two documents outlined above, we also draw together several anonymised case studies that illustrate how disadvantaged pupils in different year groups were supported to overcome specific challenges affecting these pupils and their families. These case studies demonstrate the breadth of the support we have used and how effective it has been.

The evaluation of the use of expenditure in 2017/18 (document 2) focuses initially on the impact of the Strategy on pupils in year groups R, 1, 2 and 6. These are the children who were involved in statutory assessment procedures. For each year group the outcomes for all pupils, disadvantaged and non-disadvantaged pupils are shown for both pupils at Elmhurst and pupils nationally. In addition, the document evaluates the impact of actions on the achievement of disadvantaged pupils in other year groups.

For Year 6, the outcomes for disadvantaged pupils are broken down by their levels of prior attainment at the end of the previous key stage to provide added detail.

The Government is focusing on how well the attainment and progress of disadvantaged pupils in a school compare with those of non-disadvantaged pupils nationally. This has now become the key comparator for the performance of disadvantaged children in a school. Document 2 provides this information. The objective is to close the gap between the attainment of disadvantaged and non-disadvantaged pupils.

2017/18 outcomes for disadvantaged pupils:

In the reception year 80% of our disadvantaged pupils achieved a good level of development, which was above that for non-disadvantaged pupils at Elmhurst and nationally.

In the Year 1 phonics screening test 75% of our disadvantaged pupils achieved the expected standard, which was an improvement on outcomes for the previous year. This was above the national level for disadvantaged pupils but below that for non-disadvantaged pupils at Elmhurst and nationally.

In Year 2, the attainment levels for disadvantaged pupils were below those for non-disadvantaged pupils at Elmhurst and nationally in reading, writing and mathematics. However, seven of the seventeen disadvantaged pupils had additional special educational needed and nearly half of the disadvantaged pupils (47%) were summer born. In addition just over half of the disadvantaged pupils (53%) did not achieve a good level of development at the end of the Reception year.

In Year 6 disadvantaged pupils' attainment levels were much improved on those for the previous year's disadvantaged cohort in reading, writing and spelling, punctuation and grammar but did not improve in mathematics. However, outcomes were lower than targeted and below those for non-disadvantaged pupils at Elmhurst and non-disadvantaged pupils nationally.

Disadvantaged pupils in Year 6 in 2017/18, made more progress from Key Stage 1 in writing than non-disadvantaged pupils nationally. In reading the progress was below that nationally for non-disadvantaged pupils and well below that nationally for non-disadvantaged pupils in mathematics. The school has embarked on a new approach to teaching mastery mathematics in 2018/19 to raise levels of attainment for all pupils.

Document 2 provides a colour coded evaluation of the impact of each intervention we used in 2017/18.

Our overall evaluation leads us to the conclusion that disadvantaged pupils in the Reception Year and Year 1 were given good support at Elmhurst during 2017/18, both in terms of academic and social development and achieved well. In Year 2, a high proportion of the disadvantage pupils' cohort had additional needs and were summer born. But overall progress from the end of the Reception year was in line with that nationally. In Year 6, the strategies employed were more successful than they had been in the previous year in terms of pupils' achievement. However Year 6, outcomes for all pupils in mathematics were below expectation and especially so for our disadvantaged children.

We are relentless in our determination to improve the outcomes for all pupils at Elmhurst but recognise that the additional funding we gain from the large number of disadvantaged pupils at the school has to be used wisely and what we do has to make a positive impact.

We will continue to use evidence of impact and effectiveness to refine what we do to support the journey of improved academic achievement for our pupils at this school.

Foci for 2018/19

Many of the supportive strategies we used in 2017/18 were successful in raising levels of achievement for disadvantaged pupils, particularly in the Early Years and in Year 1, and are being continued in 2018/19 with a number being enhanced. However, a number of significant changes are being introduced.

For this year (2018/19), the changes we have been made to our Strategy for Disadvantaged Pupils include:

- One change in 2018/19 relates to the leadership of the Strategy for disadvantaged pupils. This has been taken on by our Assistant Headteacher for SEND and Safeguarding. The new arrangements keep the leadership of the Strategy with a senior leader but with more time built in for effective monitoring and evaluation during the school year. The Assistant Headteacher will link with our three phase leaders who have responsibility for pupils' outcomes in the EYFS, Years 1 to 3 and Years 4 to 6 respectively.
- A three teacher model across Years 5 and 6 providing smaller classes for the core areas of English and mathematics.
- Non-teaching phase leaders in phases 2 and 3 (Years 1 to 6) to allow leaders to work closely with teachers in their phase including planning and link with the overall leader for disadvantaged pupils.
- An enhanced culture of increased expectations for our pupils in terms of their outcomes in relation to national expectations with all staff being made aware of their responsibilities.
- An updated school improvement plan (Statement of Action), which has been drawn up in conjunction with the local authority with a central theme of improving the quality of teaching, learning and pupil assessment. A key part of this plan includes raising the achievement of pupils who have fallen behind, especially disadvantaged pupils,

so that they can make the rapid progress they need to catch up. The local authority is providing strong support from an expert in classroom practice to help us raise and then sustain the quality of teaching and learning at Elmhurst.

- Enhanced monitoring and evaluation of whether the actions identified in the improvement plan are taking place and evaluation of the impact they are making on pupils' outcomes. This includes the use of Rapid Action Plans for Teaching, Learning & Assessment and for Leadership & Governance. These identify on a week by week basis what improvement actions are taking place and their impact and what needs to be done next to make further improvements or sustain more successful practice. These rapid action plans are robustly scrutinised by governors who ask searching questions if improvements are not taking place in line with agreed targets.
- Same day interventions in Years 4, 5 and 6 to provide timely feedback to pupils and support misconceptions.
- Further high level professional development for school staff on Talk4Writing and Talk4Reading by an experienced external provider and involvement in these projects with schools in Milton Keynes and Northampton. These initiatives will improve outcomes in reading and writing.
- Implementation of Transforming Reading Project.
- Stronger focus on Lexia interventions and First Class for Number interventions.
- Counselling for vulnerable pupils extended from one day per week to four days per week.
- Enhanced attendance tracking for all pupils.
- Continuation of the Forest Schools and nurture groups initiatives in Years R and 1 to improve the emotional well-being and resilience of pupils.
- Additional after school clubs at no cost to parents.
- Refinement of our data system to track pupils' progress more continuously and to inform teachers' planning.
- New resources to support the teaching of mastery mathematics and to ensure that our phonics teaching is more effectively linked to our reading resources.
- More regular feedback to the Governing Board on the progress and attainment of disadvantaged pupils and more challenge from governors.

These significant changes give us confidence that outcomes for disadvantaged pupils, particularly at the end of Key Stage 2, will show improvement on those for 2017/18.

In the 2017/18 school year the Pupil Premium provided additional funding of approximately £169,000. The Pupil Premium funding for 2018/19 is broadly similar at £170,000 based on 129 pupils.

DG January 2019